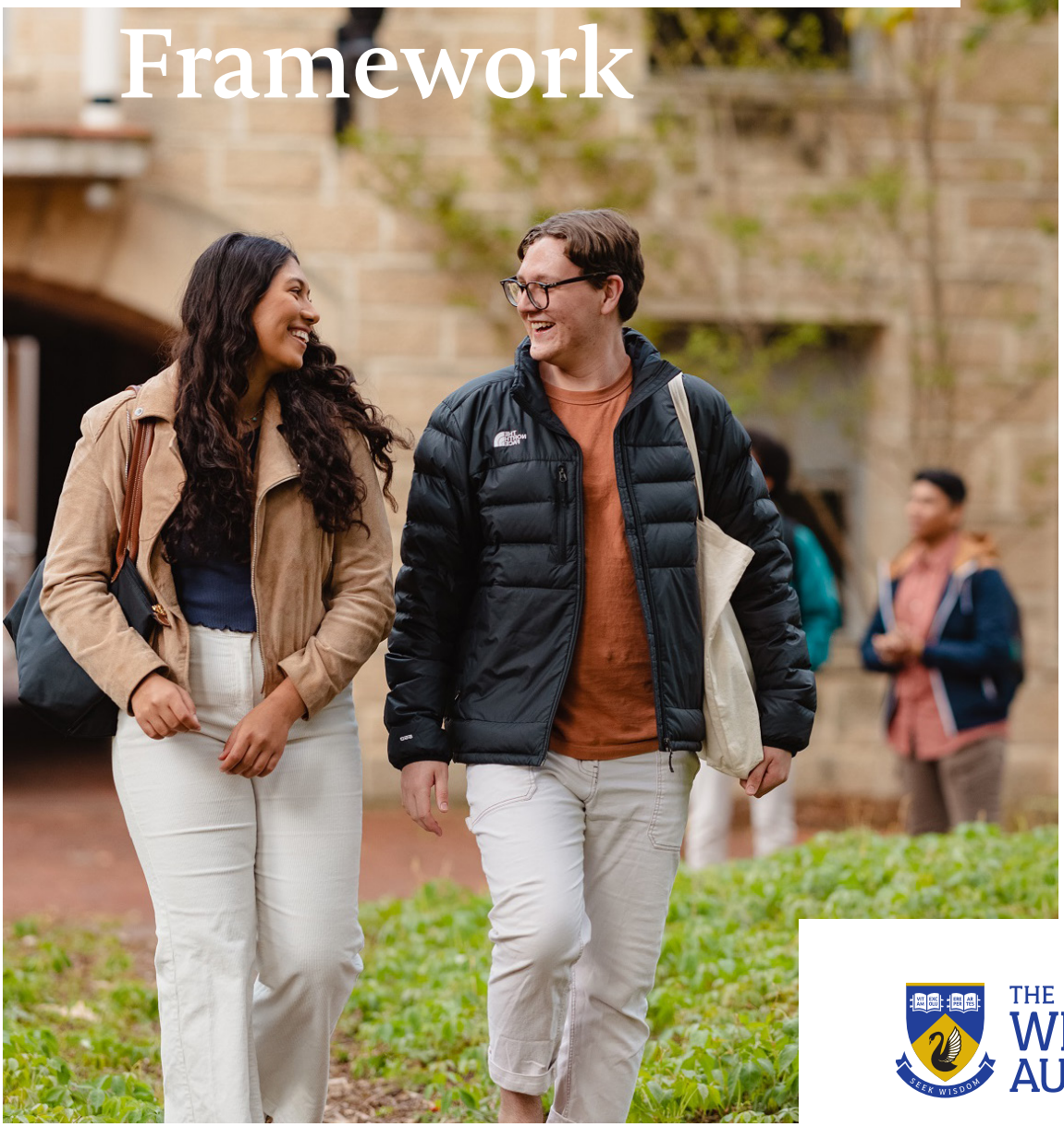
The University of Western Australia

MENTAL HEALTH AND WELLBEING

Framework



THE UNIVERSITY OF WESTERN AUSTRALIA

A whole of university approach to

promoting and supporting mental health and wellbeing

ACKNOWLEDGEMENT OF COUNTRY

"Quorp Kaatijin Whadjuk Boodjar"
Good learning on Whadjuk Boodjar

The University of Western Australia acknowledges that its campus is situated on Noongar land, and that Noongar people remain the spiritual and cultural custodians of their land, and continue to practise their values, languages, beliefs and knowledge.

VISION STATEMENT

To create an inclusive university experience that encourages a proactive, accessible, holistic approach to optimising mental health and wellbeing

Message from the VICE-CHANCELLOR

Mental health and wellbeing are fundamentally important to attaining educational and personal success. At UWA, we are committed to providing an environment where our students and staff can thrive as they study, work and live.

Through coordinated, collective action and strong partnerships, we can also support our students and staff to be mentally healthy and resilient as we continue to navigate the challenges of the post-pandemic landscape and its impact on the wellbeing of our community.

The UWA Mental Health and Wellbeing Framework is a whole-of-institution approach designed to promote and enhance the mental health and wellbeing of students and staff and to embed this at the core of all our operations.

Development of this co-designed Framework has been made possible through the many contributions and shared experience of students and staff. I would also like to acknowledge the comprehensive consultation work and research undertaken by our staff in the Steering and Working Groups.

At UWA, we are committed to providing an environment where our students and staff can thrive as they study, work and live.

Importantly, in developing this framework, we have aimed to recognise our community of diverse voices. We look forward to working together to achieve our vision — *to create an inclusive university experience that encourages a proactive, accessible, holistic approach to optimising mental health and wellbeing.*

Professor Amit Chakma
Vice-Chancellor
The University of Western Australia

FOREWORD

The University of Western Australia's Mental Health and Wellbeing Framework aims to build an environment that creates a culture of positive mental health and wellbeing.

Our university wide Framework embraces a strengths-based approach to mental health and wellbeing, by building the capacity of staff and students to encourage a healthy place to study, work and live. Support for students is further enhanced through early intervention, and prevention initiatives. Initiatives are evidence-based, feasible, prioritise impact and are sustainable. Orygen's *Australian University Mental Health Framework* has informed our approach, identifying key principles.[1]

The development of the Framework commenced by focusing on student mental health (phase one), involving an audit of existing initiatives, followed by significant community consultation via an all of student survey and staff and student focus groups. Phase two of the Framework commenced in October 2022 with a focus on staff which involved a review of existing mental health systems, and consultation via a series of workshops.

Key findings from the research during phase one and consultation during both phases have informed the University's inaugural Mental Health and Wellbeing Framework. Creating a whole of campus UWA Mental Health and Wellbeing Framework was a leading recommendation from the *Health Services Delivery Review* (2019), and aligns with the *Experience UWA 2025* initiative 6.2, to develop a university-wide student mental health plan.

The Framework aligns with the following documents:

- UWA Strategic Plan 2020 – 2025;
- Experience UWA 2025 (Student Experience Strategic Plan 2020—2025);
- Student Access and Participation Framework 2020-2025;
- Injury Management and Wellbeing Framework. 2021-2025; and
- UWA Diversity, Equity and Inclusion Strategy 2022-2025.

The Framework will be supported by an accompanying **implementation plan**.

Messages of support

LISA GOLDACRE
DIRECTOR OF STUDENT LIFE

The wellbeing and success of our students forms a key pillar of focus at The University of Western Australia, as outlined in our five-year student experience strategy Experience UWA 2025. We have developed UWA's Mental Health and Wellbeing Framework as we know fostering positive mental health and wellbeing assists students manage the challenges university life can present through building resilience, motivation and persistence.

The Framework has been co-designed by students and staff, to ensure the University has an overarching mental health and wellbeing strategy that is meaningfully informed by our community's needs and experiences. I am especially appreciative of the significant contribution of the Steering Group, including academic leads, Professor Helen Milroy and Professor David Lawrence. Our Framework embraces a strengths-based approach to mental health and wellbeing, by building the capacity of students and staff to encourage a positive place to study, work and live.

Our vision is *to create an inclusive university experience that encourages a proactive, accessible, holistic approach to optimising mental health and wellbeing*. This vision would not be possible without the support of our students, who have openly and enthusiastically engaged at every opportunity. Nor could it have progressed without our staff, who are as dedicated to our students as they are supportive.

Thank you to everyone that has been part of the journey in developing the UWA Mental Health and Wellbeing Framework. I would also like to acknowledge the contribution of former Director of Student Life, Chris Massey, under whose guidance this work commenced. We look forward to continuing to implement the Framework and the positive outcomes that it will produce.

Lisa Goldacre
Director of Student Life
The University of Western Australia

GEEMAL JAYAWICKRAMA
PRESIDENT UWA STUDENT GUILD

This student centred and proactive Framework recognises the role of the whole University community in building a culture that supports wellbeing and fosters a sense of belonging, inclusion and unity. It is a positive step for students and enhances the collaboration between the UWA Student Guild and the University.

Further development of the Framework has highlighted the need to work together in a coordinated and responsive way to prioritise student and staff wellbeing. It also acknowledges the role of leaders in shaping the culture of wellbeing in the ever changing global landscape.

I would like to acknowledge the contributions of the 108th Guild President, Emma Mezger and the 108th Guild Council, and Amitabh Jeganathan, 109th Guild President for their work in co-designing this Framework.

Thanks also to all students who completed the 2021 Student Mental Health and Wellbeing Survey and participated in co-design workshops to inform the development of this Framework. Your input is valued and greatly appreciated.

I look forward to seeing how the Framework will enhance the wellbeing of our students and improve the overall student experience at our University.

Geemal Jayawickrama
110th President
The UWA Student Guild

...fostering positive mental health and wellbeing assists students manage the challenges university life can present...

FIONA KEAY
DIRECTOR HUMAN RESOURCES

Through this Mental Health and Wellbeing Framework, UWA outlines its commitment to building a mentally healthy workplace where our values of excellence, integrity, innovation, collaboration and equality are central to the way we work, and all employees are encouraged and supported to thrive at work.

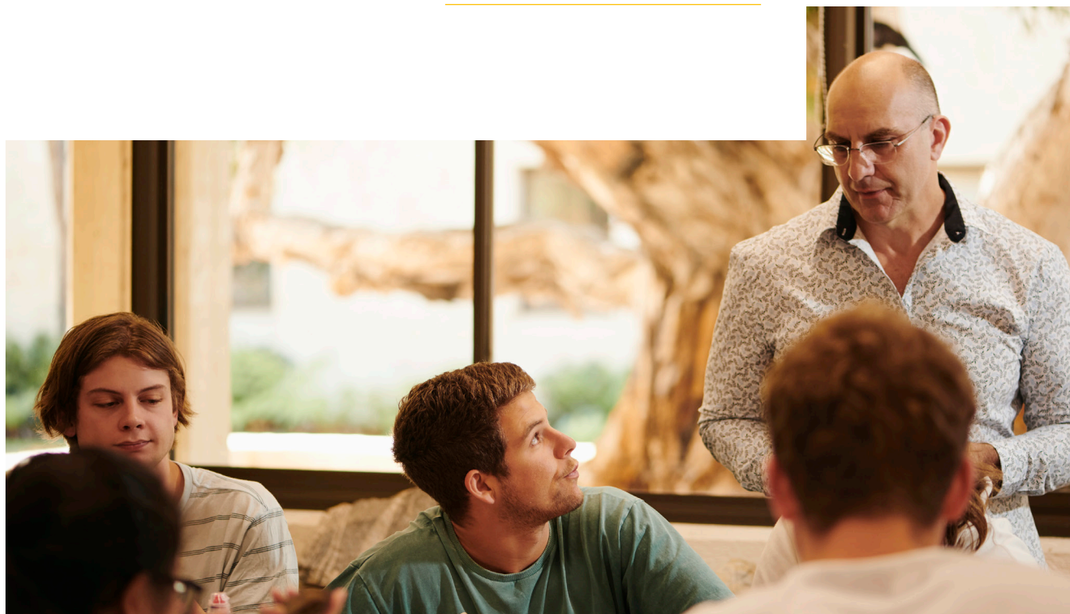
It is our goal that all employees can thrive in a psychologically safe working environment that prioritises mental health and wellbeing. A healthy and engaged workforce will also enhance the quality of our research and teaching objectives and result in an improved student experience. We're committed to reducing the stigma associated with mental illness and encouraging an open dialogue around mental health in the workplace.

Mental health problems are common, with two in five Australian adults experiencing a mental health problem at some time in their life.[2] With one third of adult life spent at work, the workplace can play an important role in helping improve mental health and reduce the impact and severity of mental ill-health. The workplace can also provide people with a sense of purpose, community, and satisfaction, which can help improve mental health outcomes.

It is our goal that all employees can thrive in a psychologically safe working environment that prioritises mental health and wellbeing

Workplace mental health and wellbeing is a shared responsibility between individuals, teams, and leadership. I encourage all staff to play an active role in creating a positive working environment by prioritising their own mental health and wellbeing, seeking help when needed, and supporting others in the workplace.

Fiona Keay
Director of Human Resources
The University of Western Australia



Why do we need a **MENTAL HEALTH AND WELLBEING** Framework?

Improving outcomes for students and staff requires a university-wide approach, recognising the opportunity for prevention and early intervention as well as the importance of open conversations about mental health and timely access to support services.

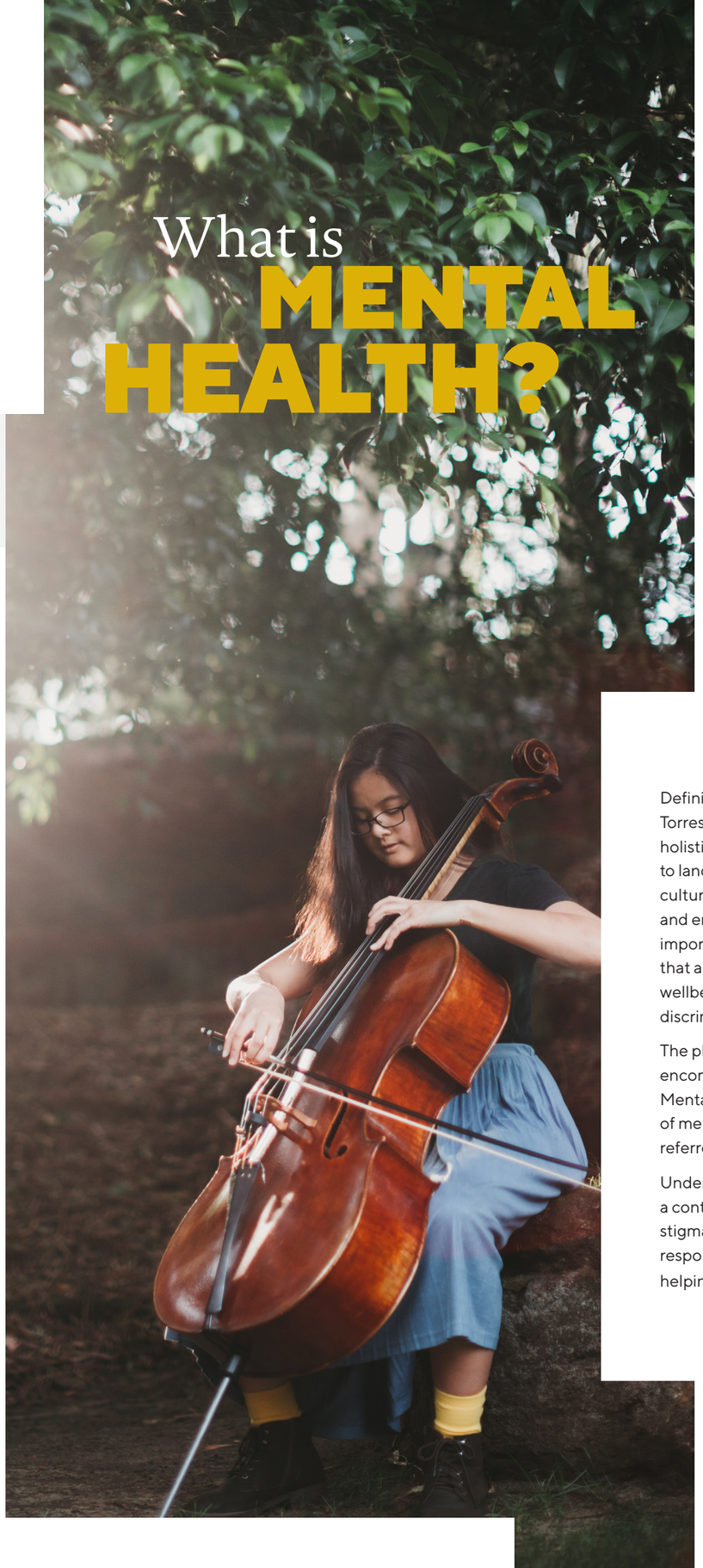
University settings play a key role in shaping and supporting all students' health and wellbeing.

Students' (coursework and higher degree by research [HDR]) experience of mental health and wellbeing can significantly influence educational success. Furthermore, mental health can have a substantial impact on students educational, employment and social outcomes across the entire lifespan.[1]

Orygen's 2017 *Under the Radar Report: The Mental Health of Australian University Students* noted that more than half of tertiary students aged 16-25 years reported very high levels of psychological distress.[3] The *2021 UWA Mental Health and Wellbeing Student Survey* found 25% of students had very high levels of psychological distress.[4] Students experiencing high levels of psychological distress can benefit from accessing support services.

As a result of the COVID-19 pandemic, young people; people living with a disability or existing mental health issues; culturally and linguistically diverse people; Aboriginal and Torres Strait Islander peoples; and people on low incomes have experienced deteriorating mental health.[5] The impact of the pandemic has further highlighted the need for a Framework to support both students and staff to be mentally healthy, resilient and thrive as we continue to live with change.

Improving outcomes for students and staff requires a university-wide approach, recognising the opportunity for prevention and early intervention as well as the importance of open conversations about mental health and timely access to support services. The Framework recognises that mental health and wellbeing is everyone's responsibility, requiring collective action.



The World Health Organisation defines mental health as "a state of mental wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community."[6]

Definitions of mental health used by Aboriginal and Torres Strait Islander Australians offer an important holistic perspective. Recognising deep connections to land, language, ceremony, kinship systems, and cultural knowledge and practices contribute to social and emotional wellbeing. These connections have important impacts on wellbeing. It also recognises that an Indigenous person's social and emotional wellbeing is influenced by social policies, racism and discrimination.[7]

The phrase mental health and wellbeing is used to encompass the continuum of mental health states. Mental health includes both a presence and absence of mental ill-health. Mental wellbeing is generally referred to as positive mental health.

Understanding that mental health can be seen along a continuum can help build awareness and reduce stigma. Achieving positive mental health is a shared responsibility, we all have a part to play and a role in helping others.

IMAGE: Winner of the 2021 Sense of Belonging Campaign, '*Grow*' by Hermione Zhou

Our UWA VALUES

EXCELLENCE
We consistently pursue the highest levels of achievement, creating the best outcomes possible.

INTEGRITY
We are honest and ethical, and show respect for, and appreciate, each other, our partners and our communities - valuing our differences.

INNOVATION
We are constantly, and creatively, improving and adapting.

COLLABORATION
We share our collective intelligence to achieve more.

EQUITY
We are committed to providing everyone equality of opportunity, experience and outcome.

Experience UWA 2025 focuses on seven pillars of core activity

- LEARNING OPPORTUNITIES
- DIGITAL CAPABILITY AND ENGAGEMENT
- STUDENT WELLBEING AND SUCCESS
- VIBRANT AND CONNECTED COMMUNITY
- CAREER DEVELOPMENT AND EMPLOYABILITY
- INCLUSIVE AND DIVERSIFIED STUDENT COMMUNITY
- INDIGENOUS KNOWLEDGE

> 'Asking for our input is such an amazing start. We can only solve the challenges when we become more aware of them, which can only happen when we keep facilitating these discussions'
>
> **UWA student, studying offshore**

Our FOCUS

The Framework builds on the University's existing strengths using an evidence-based approach across a spectrum: from promotion of wellbeing and thriving, through to early intervention, support and recovery.

The Framework is structured around seven principles that support student (both coursework and HDR) and staff mental health and wellbeing. Orygen's *Australian University Mental Health Framework* has informed our approach, identifying key principles and areas for action. These principles are used to organise the key deliverables and their corresponding success outcomes that comprise the UWA Mental Health and Wellbeing Framework.

PRINCIPLE 1	Student experience and staff engagement are enhanced through mental health and wellbeing approaches that are informed by their needs, perspectives and the reality of their experiences.
PRINCIPLE 2	All members of the university community contribute to learning and working environments that enhance student and staff mental health and wellbeing.
PRINCIPLE 3	Mentally healthy university communities encourage active participation; foster a diverse, inclusive environment; promote connectedness; and support academic, professional and personal achievement.
PRINCIPLE 4	Indigenous knowledge and culture is reflected in the Framework to enhance the wellbeing of students and staff and will be advanced through ongoing consultation.
PRINCIPLE 5	The response to mental health and wellbeing is strengthened through collaboration and coordinated actions.
PRINCIPLE 6	Students and staff are able to access appropriate, effective, timely services and supports to meet their mental health and wellbeing needs.
PRINCIPLE 7	Continuous improvement and innovation is informed by evidence and helps build an understanding of what works for student and staff mental health and wellbeing.

THE MENTAL HEALTH AND WELLBEING FRAMEWORK SEEKS TO:

- Support a coordinated, whole of university approach to mental health and wellbeing;
- Demonstrate a genuine commitment to mental health and wellbeing underpinned by visible leadership;
- Be co-designed with students and staff to meet their diverse needs;
- Encourage shared responsibility within and across areas leading to a collective impact;
- Build on existing work, be future focused and provide a foundation for further research and evaluation;
- Build capacity within the UWA community; and
- Be flexible and adaptable to change.

"I continue to appreciate that I belong to the UWA community with its commitment to strengthening an inclusive, respectful environment"

UWA staff

DOMAINS

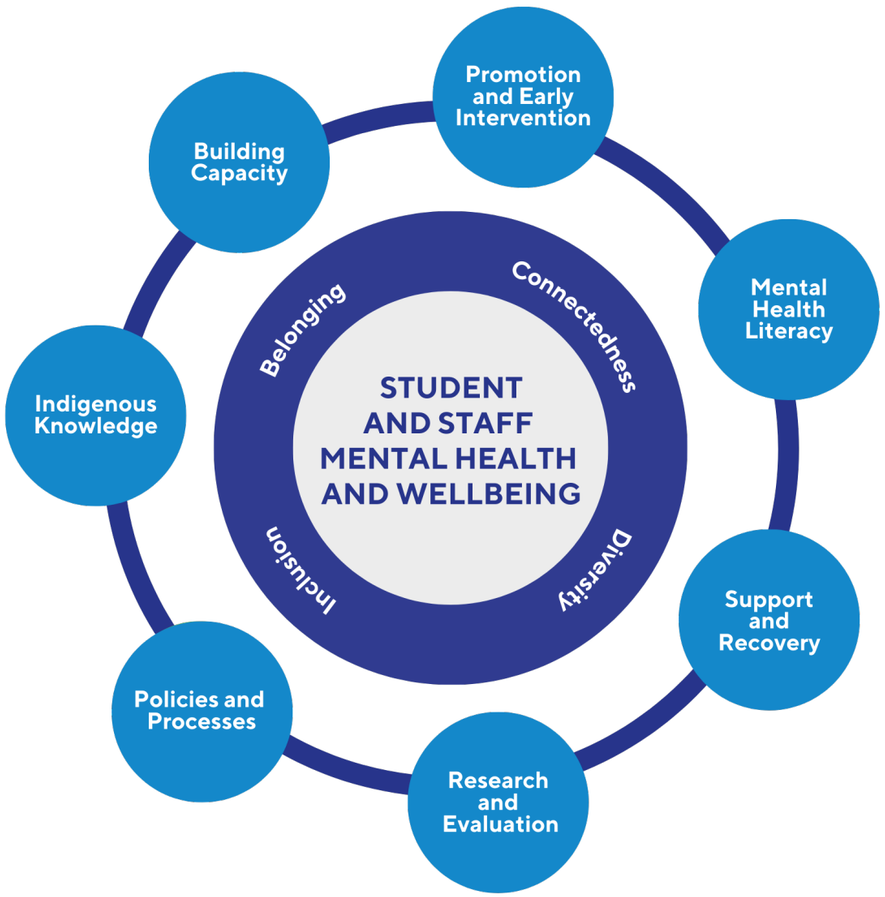


Figure 1: Core Elements: UWA Mental Health and Wellbeing Framework

Deliverables will encompass three domains to ensure students and staff are provided with population based strategies to stay well and thrive, while also reaching those at-risk or requiring treatment.

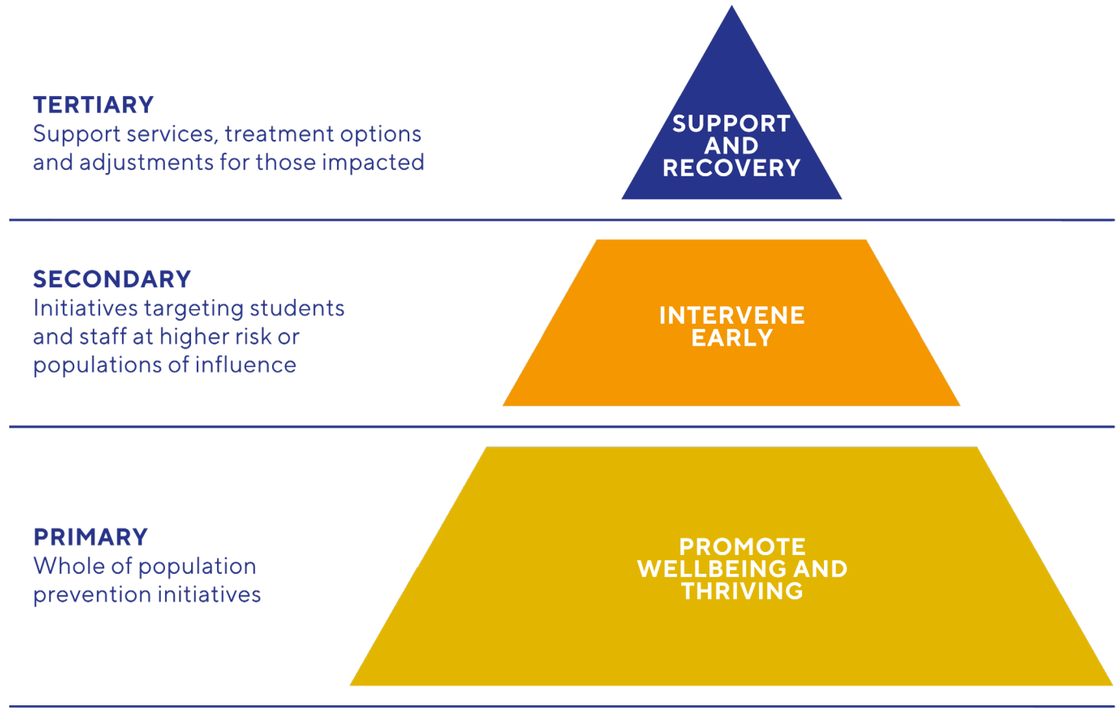


Figure 2: Framework domains, informed by Leavell and Guerney-Clark's principles of prevention[8]

PRINCIPLE 1

Student experience and staff engagement are enhanced through mental health and wellbeing approaches that are informed by their needs, perspectives and the reality of their experiences

Deliverables

PROMOTE WELLBEING & THRIVING	Engage with students (coursework and HDR) and staff through an audit of existing mental health initiatives; student and staff focus groups; UWA Mental Health and Wellbeing Student Survey
	Students are offered a variety of peer support roles to share experiences, facilitate access to supports and increase connections within the University
	Provide opportunities for staff to enhance their mental health and wellbeing
	Staff are provided with comprehensive resources to enable them to support student wellbeing
	Students and staff contribute to the design and delivery of programs and training
	Students and staff collaborate to implement wellbeing initiatives relevant to their area
INTERVENE EARLY	Student (coursework and HDR) and staff reference groups are established to capture our diverse student and staff voices. Reference groups to include academic and professional staff to inform actions
SUPPORT & RECOVERY	Feedback sought from students and staff on support services, wellbeing programs and training

Objective

1. Mental health and wellbeing programs and training are designed with and evaluated by students and staff to inform actions

Success indicators

- Annual review of services, programs and initiatives is conducted through staff and student consultation
- Feedback provided by reference groups is regularly shared with the Safer Community Working Group, Graduate Research School Board and University Safety Committee
- Data will be collected on initiatives and programs relating to student and staff perspectives/experiences of mental health and wellbeing (i.e. *2021 UWA Student Mental Health and Wellbeing Survey; HDR Student Survey, 2023 UWA Staff Engagement Survey*)

PRINCIPLE 2

All members of the university community contribute to learning and working environments that enhance student and staff mental health and wellbeing

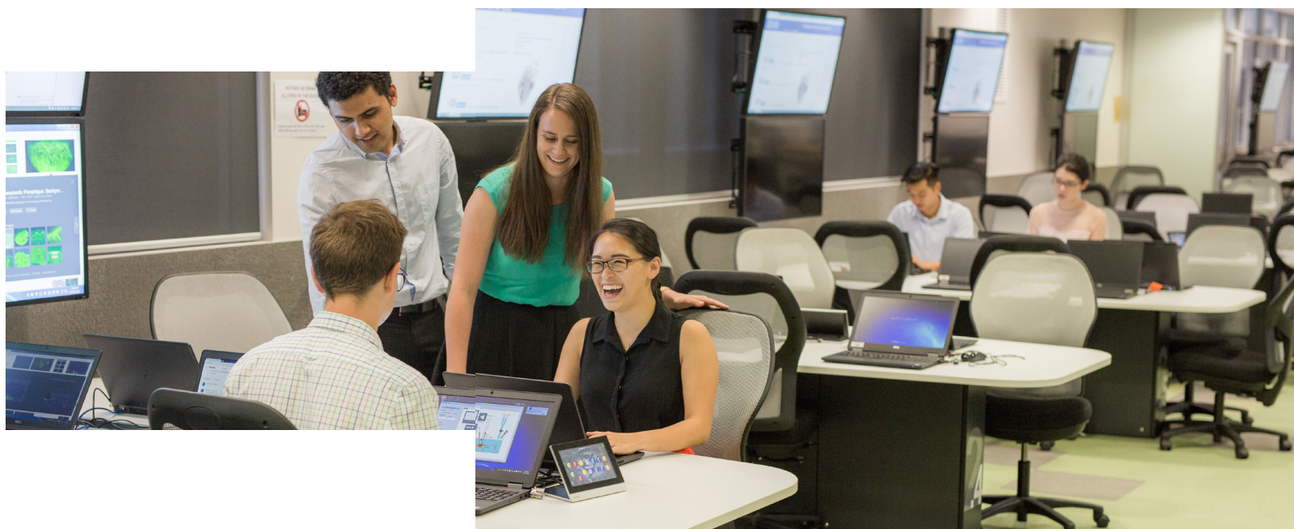
	Deliverables
PROMOTE WELLBEING & THRIVING	Senior leaders undertake mental health and wellbeing training
	Staff are offered mental health training to build mental health literacy
	Regional staff are supported with online and local opportunities to develop their mental health literacy and awareness of available resources
	Leaders actively promote wellbeing programs (including the Employee Assistance Program) and create a supportive culture to facilitate a sense of belonging
	Mental health and wellbeing knowledge is reflected in teaching and learning; and supervision (including programming and practises)
	Raise awareness of the network of mental health support services and roles available
	Review of Mental Health Policy to ensure reponsiveness to emerging needs and expectations
INTERVENE EARLY	Staff in student-facing roles are supported, within the scope of their role, to assist students with early help seeking for their mental health and wellbeing
	Supervisors of HDR students are supported, within the scope of their role, to assist students with early help seeking for their mental health and wellbeing
	Managers are provided with resources designed to enable them to identitify and support staff needs (i.e. Manager Assist Program; UWA mental health resources)
SUPPORT & RECOVERY	Collaborative opportunities are provided to enable a coordinated approach to the ongoing review of processes

Objectives

1. Leaders are supported to prioritise mental health and wellbeing, embedding it within the core business of the University
2. Good mental health and wellbeing is recognised to support student and staff success, achieved through coordination of policies, processes and teaching and learning

Success indicators

- Every senior leader and manager to have undertaken mental health awareness training
- Mental Health Policy reviewed
- Mental health training is embedded into induction
- Increased staff engagement in training opportunities with tailored training for Graduate Research Coordinators and HDR supervisors
- Courses of study are reviewed (i.e. mental health and wellbeing)
- Staff awareness of the Employee Assistance Program (EAP), including the Manager Assist Program



PRINCIPLE 3

Mentally healthy university communities encourage active participation; foster a diverse, inclusive environment; promote connectedness; and support academic, professional and personal achievement

Deliverables

PROMOTE WELLBEING & THRIVING	Physical spaces are enhanced to support mental health and wellbeing
	Wellbeing initiatives are embedded in Schools/areas ensuring representation from diverse experiences, cultures and identities
	Training and opportunities are provided for students (coursework and HDR) and staff to share diverse lived experiences
	Diverse representation of students and staff is encouraged and supported at all levels of the University
	Review student leadership and staff training to ensure it is informed by diversity and cultural awareness
	Students are provided with a cohesive range of wellbeing activities that prepare them for learning, future careers and life, including peer-led delivery
	Student services are promoted within learning and teaching and across Schools/areas
	Develop a coordinated communication plan to promote protective factors for mental health and wellbeing for students and staff (including but not limited to connectedness and belonging)
INTERVENE EARLY	Training is provided to leaders on diversity, equity and inclusion and supporting staff impacted by a mental health condition
	Student leaders are provided with mental health training (Experience UWA 2025)
	Staff are provided with Mental Health First Aid Training (i.e. Diversity, Equity and Inclusion Contact Officers, Wellbeing Advocates, Mental Health First Aid Officer Network, Graduate Research Coordinators)
	Targeted programs are provided for first year students to foster ongoing engagement
	Wellbeing programs and activities are offered in diverse physical and digital locations and formats, aligned with the student journey (undergraduate, postgraduate and HDR)
SUPPORT & RECOVERY	Process for supporting staff managing student wellbeing and crisis is reviewed and promoted

Objectives

1. Diverse cultures and identities are valued and visible across the university community
2. Students and staff are connected to programs that build holistic wellbeing – physical, social, mental and spiritual wellbeing
3. Enhance connectedness and facilitate participation in university life through physical and digital spaces

Success indicators

- Monitor and report on student engagement by cohort
- Diversity reflected across the student body and workforce
- Embed diversity and cultural awareness in training for student leaders and all staff
- Audit physical and digital spaces through consultation with staff, coursework and HDR students (2020 UWA Crawley Campus Masterplan)

PRINCIPLE 4

Indigenous knowledge and culture is reflected in the Framework to enhance the wellbeing of students and staff and will be advanced through ongoing consultation

	Deliverables
PROMOTE WELLBEING & THRIVING	Review existing supports to ensure culturally safe, inclusive and responsive services
	Collaborate with the Pro Vice-Chancellor (Indigenous Education) to enhance the design of approaches to wellbeing
	Review policies and processes to ensure cultural awareness and responsiveness
	Indigenous knowledge of social and emotional wellbeing and mental health is embedded in the suite of learning opportunities made available to support wellbeing
	Key staff roles across the University are supported with training in cultural competencies, including supervisory teams working with Indigenous HDR students
	Implement mandatory cultural awareness experiential training across the University
INTERVENE EARLY	Co-design wellbeing programs with Indigenous students and staff
	Provision of support to encourage Indigenous students' participation in co-curricular social and emotional wellbeing and mental health activities (i.e. residential college programs, the Student Wellbeing Hub, UWA Sport)
	Provide social and emotional wellbeing and mental health support for Indigenous staff
SUPPORT & RECOVERY	Access to culturally appropriate social and emotional wellbeing and mental health services, that meet the needs of Indigenous students and staff

Objectives

1. Implement best practice support services tailored to the needs of Indigenous students and staff
2. Develop culturally appropriate programs to support Indigenous student and staff wellbeing, celebrating Indigenous people and culture

Success indicators

- Approaches to wellbeing are designed in consultation with Indigenous students and staff
- Indigenous knowledge of social and emotional wellbeing and mental health is embedded in the suite of learning opportunities made available to support wellbeing
- Indigenous student and staff engagement with initiatives and services

PRINCIPLE 5

The response to mental health and wellbeing is strengthened through collaboration and coordinated actions

	Deliverables
PROMOTE WELLBEING & THRIVING	Consultation with leading University subject matter experts for input into the design and implementation of appropriate interventions and initiatives
	Utilise communication pathways to promote and build awareness of existing mental health and wellbeing resources, activities and research
	Actively collaborate and partner to build Communities of Practice across the university sector to share research, resources, expertise and best practice
	Enhance and expand exisiting partnerships across the sector to share evidence-based insights, increase understanding and minimise gaps for students
INTERVENE EARLY	Coordinated actions between Student Life and Human Resources to provide timely and effective responses to students and staff (including how staff support students) across all Schools and business areas
	Establish a process to enable early reporting and management of concerns and incidents for students and staff
	HDR students are connected to support services to ensure mental health and wellbeing is considered if research milestones are missed
SUPPORT & RECOVERY	Further develop strategies to assist staff supporting students (i.e. debriefs / peer support network)

Objectives

1. Expertise within the University is used to guide University initiatives for student and staff wellbeing

Success indicators

- Divisions of Student Life and Human Resources establish joint reporting mechanisms
- Communities of Practice established
- Partnerships deliver outcomes for students and staff

PRINCIPLE 6

Students and staff are able to access appropriate, effective, timely services and supports to meet their mental health and wellbeing needs

	Deliverables
PROMOTE WELLBEING & THRIVING	A consolidated communication plan is developed and implemented to ensure students (coursework and HDR) and staff are able to locate and access services as needed
	Ongoing opportunities for staff development
	Develop a comprehensive and cohesive suite of learning opportunities to support student and staff wellbeing
	Expand the number and nature of early intervention programs available (i.e. online wellbeing program)
	Course processes are designed to consider student's needs (i.e. timetabling, exams, special consideration process, research project milestones etc.)
	A Student Wellbeing Hub is developed (i.e. co-location of services)
	Support services are culturally safe, inclusive and accessible for students and staff with diverse needs
INTERVENE EARLY	Integrate support services and coordinate continuity of care to assist in the identification of and support for students and staff at risk
	Clear plans, processes and relevant training are enhanced to support a coordinated response in the event of a mental health crisis, with embedded continual improvement processes
	Transparent and fit-for-purpose complaints process that allows for early identification and resolution
SUPPORT & RECOVERY	Coordinated and managed support provided to students identifed as at risk of discontinuing their studies and/or research projects
	Provision of supportive Return-to-Work plan for staff with a mental health condition that requires tailored intervention and accommodations to support their recovery

Objectives

1. A continuum of supports and services are appropriate, easy to navigate and accessible to meet the needs of students (coursework and HDR) and staff
2. A range of strategies support early detection and intervention for those students and staff experiencing mental health conditions
3. Services and supports respond to complexities among specific cohorts including those at increased risk of mental ill-health

Success indicators

- Student Wellbeing Hub established
- Increase in help-seeking behaviours among students and staff
- Support services are activated for students identified as 'at-risk'
- Communication plan implemented and reviewed
- Support services are comprehensively and regularly reviewed

PRINCIPLE 7

Continuous improvement and innovation is informed by evidence and helps build an understanding of what works for student and staff mental health and wellbeing experiences

Deliverables

PROMOTE WELLBEING & THRIVING

A follow up UWA Student Mental Health and Wellbeing Survey will be conducted to evaluate:

- Mental health and wellbeing literacy
- Student wellbeing
- Students' lived experiences and student perceptions
- Impact of initiatives and services
- Challenges or stress points for individuals and systems

Regular engagement and feedback from staff via mechanisms such as an Engagement Survey, consultation with reference groups, feedback from delivery of mental health training programs

Mental health and wellbeing resources are accessible

Develop an implementation plan to:

- Ensure the Framework is known and understood by the wider University community
- Establish School and area-based coordinated actions
- Initiatives are informed by subject matter experts and research endeavours
- Coordinate available resources to meet success indicators

INTERVENE EARLY

Mental health and wellbeing research is supported to enable innovation

Effective reporting mechanisms to record and monitor the resolution of identified psychosocial risk factors in the workplace

SUPPORT & RECOVERY

Seek feedback from students and staff regarding their experience accessing support services

Objectives

1. Strategies to support student (coursework and HDR) and staff mental health and wellbeing are planned, implemented, evaluated and outcomes are shared
2. Evidence related to student and staff mental health and wellbeing is readily shared and easily accessible

Success indicators

- Student and staff feedback, including opportunities for improvement, is regularly shared with the Safer Community Working Group, Graduate Research School Board and University Safety Committee
- Mental Health and Wellbeing Framework implementation plans are actioned
- Outcomes of mental health research are shared and adopted as appropriate

CONSULTATION

The Framework was developed in consultation with a diverse range of students and staff from the UWA community.

Phase one focused on student mental health, involving an audit of existing initiatives, followed by community consultation via an all of student survey and staff and student focus groups. Phase two of the Framework focused on staff and involved a review of existing mental health processes and consultation with staff via a series of workshops.

2,542 students participated in the 2021 UWA Student Mental Health and Wellbeing Survey

257 staff and students participated via in-person consultation (focus groups, discussion groups)

38 stakeholder interviews conducted as part of an internal services audit

33 articles, strategies and reports reviewed

Steering Group (Phase one)

- Principle Research Fellow, Graduate School of Education, Dr David Lawrence, (Academic Lead) and Research Team, Jenn Bartlett and Wayne Rikkers.
- Professor Helen Milroy, Stan Perron Chair of Child and Adolescent Psychiatry (Academic Lead)
- Lisa Goldacre, Director, Student Life
- Dr Lisa Saulsman, Deputy Director Robin Winkler Clinic (Subject Matter Expert)
- Fiona McAuliffe, Associate Director, Student Wellbeing and Engagement (Subject Matter Expert)
- Kirrily Robson, Manager, Injury Management and Wellbeing (Human Resources)
- Emma Mezger, 2021 President, The UWA Student Guild (Student Lead)
- Emma Boyne, Project Coordinator (Student Life)

Working Group (Phase two)

- Professor Tim Colmer, Senior Deputy Vice-Chancellor (Chair)
- Sean Ashton, Manager, Health and Wellbeing (Human Resources) (Project Lead)
- Dr Liz Pritchard, Senior Lecturer (School of Psychological Science)
- Naomi Wheat, Director, Indigenous Student Services (School of Indigenous Studies)
- Karen Roberts, Associate Director (Human Resources)
- Fiona McAuliffe, Associate Director, Student Wellbeing and Engagement (Student Life)
- Dr Lisa Saulsman, Senior Lecturer (School of Psychological Science)
- Billy Good, Acting Head of Safety (Campus Management)
- Emily Glover, Communications Manager (Corporate Communications)
- Gosia Kadlubowska, Project Officer (Human Resources)

SUCCESS OUTCOMES

A whole-of-institution approach to mental health and wellbeing requires sustained Executive leadership and committment.

The accompanying implementation plan identifies the University teams leading, evaluating and reporting on relevant deliverables across the seven Framework principles.

Principles	University Commitment
COLLABORATIVE DESIGN	Systems, policies, procedures and programs will be designed and implemented in consultation with students and staff
LEADERSHIP AND DEVELOPMENT	Leaders will role model UWA values, strengthened with tools and processes to effectively support students and staff
DIVERSITY, INCLUSION AND PARTICIPATION	Inclusive learning, work and program design will support access for all students and staff
INDIGENOUS KNOWLEDGE AND CULTURE	Indigenous knowledge of social and emotional wellbeing and mental health will be embedded within student experience and staff engagement
COORDINATED ACTIONS	Partnerships will be strengthened within the University facilitating an aligned approach to mental health and wellbeing
EFFECTIVE AND APPROPRIATE SUPPORT SERVICES	Evidence based design of programs and services will encourage early intervention and access to promote wellbeing and thriving
CONTINUOUS IMPROVEMENT	Systems, policies, procedures and programs will be reviewed regularly and be responsive to emerging needs

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